

Fall 8-15-2001

ENG 1001G-024: Composition and Language

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**English 1001G-024—Composition and Language
Fall 2001**

Dr. Julie Campbell
CH 3572, 581-6974
Office hours TTH 12:15-2:00, M 11:00-12:00

TTH 11:00
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Texts

Kennedy, *The Bedford Reader*, 7th ed.
Fulwiler & Hayakawa, *The Blair Handbook*, 3rd ed.
Webster's *New World Dictionary*
Axelrod/Cooper, *St. Martin's Guide to Writing*

Other Materials

Notebook and folder
Email account
Computer disc

Course Description

This course is focused on the reading and writing of expressive, expository, and persuasive essays. The main goal is to bring your writing skills up to the university level. We will especially concentrate on effective expression, clear structure, adequate development, and documentation of sources. The prerequisite for this course is English 1000 or proficiency in basic skills as determined by the English Department. Throughout the semester, we will be working in both a computer classroom and a regular classroom, so there will be a workshop quality to our class time. We will work as a large group, in small groups, and one-on-one in conferences to hone your reading, writing, and editing skills. Needless to say—your attendance is crucial to this learning process.

Objectives

- To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect a command of the writing process: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing.
- To write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.
- To write standard written English that exemplifies suitability to the purpose of the paper.
- To develop skills in critical reading to become a discerning reader and a discerning critic and editor of your own work and that of others.

Policies

- The English Department statement on plagiarism stipulates that any teacher who discovers an act of plagiarism--"The appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work"

(*Random House Dictionary of the English Language*)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and a grade of NC for the course, and to report the incident to the Judicial Affairs Office.

--Hand papers in on time. If you're having problems, let me know. Papers more than a week late without a University-approved excuse will not be accepted at all. Missed quizzes, in-class writing responses, and in-class group work cannot be made up.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

--Be prepared for class. You'll get a lot more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

Requirements and Grades

1. To pass English 1001G, you must have a grade of A, B, or C at the end of the semester. Anything below constitutes a grade of NC, no credit and will result in you having to retake the course. (An NC is not factored in to your GPA.)
2. Turning in work—you will turn in your essays in a folder. The polished, finished paper will go in the right pocket. The drafts, pre-writing exercises, and source materials used will go in the left pocket. Finished papers will be word-processed and will follow the MLA guidelines for essays. See sample paper, pp. 286-291 of *The Blair Handbook*.

Essay 1 (diagnostic writing sample, will receive instructor's comments only.)

Essay 2 10%

Essay 3 20%

Essay 4 20%

Essay 5 30%

Quizzes, revisions, and other assignments 20%

Note: No final exam

Important Reminder

All students must submit a document from 1001G or 1002G as part of the requirements for their **Electronic Writing Portfolio (EWP)**. This is a University requirement for graduation. For more information, visit the following web site:

<http://www.eiu.edu/~writecurr/>. If you wish to submit a document from this 1001G course, you must submit the essay to me for review **three weeks** before the semester is over.

Tentative Schedule

T. Aug. 21—Introduction to the course. Read “Methods for Achieving Your Purpose in Writing” and the “Introduction” in Bedford. Discuss basic essay-writing strategies, including strategies for getting started: brainstorming and outlining.

Th. Aug. 23—*Essay 1, Diagnostic Essay*, in class. Read St. Martin's, Ch. 1.

“Introduction” and Ch. 14, “Narrating.” In Bedford, read M. F. K. Fisher's “The Broken Chain,” p. 9, Amy Tan's “Fish Cheeks,” p. 57, and Calvin Trillin's “Spelling Yiffniff,” p. 62.

Unit One—Narration, Description, and Example

T. Aug. 28—Discuss Diagnostic Essays. Discuss stories and techniques used. In St. Martin's, read Ch. 2, "Remembering Events." Especially meditate on "Considering Topics for Your Own Essay," p. 42. Come to class with a list of three possible topics for *Essay 2—A Personal Narrative*.

Th. Aug. 30—Brainstorming and drafting workshop for Essay 2. Read St. Martin's, Ch. 3 "Remembering People." Read in Bedford Elizabeth Bishop's "Filling Station," p. 132, Barbara Lazear Ascher's "On Compassion," p. 145., and John McPhee's "Silk Parachute," p. 155.

T. Sept. 4—Discuss stories and techniques used.

Th. Sept. 6—Drafting workshop continues. Draft for Essay 2, due at end of class.

T. Sept. 11—Groups: Peer Critique of Drafts.

Th. Sept. 13—Finished, polished Essay 2 is due, with draft(s) and pre-writing work. Read Bedford, Ch. 4 "Comparison and Contrast," Suzanne Britt's "Neat People vs. Sloppy People," p. 185, Dave Barry's "Batting Clean-up...", p. 191, Nancy Mairs, "Disability," p. 203, and Jeff Greenfield's "The Black and White Truth About Basketball," p. 209.

Unit Two—Comparison and Contrast

T. Sept. 18—Discuss stories and techniques used. Come to class with a list of three possible topics for *Essay 3—A Comparative Approach*. Look closely at suggestions on p. 218 in Bedford.

Th. Sept. 20—Brainstorming and drafting workshop for Essay 3. Bring finished draft to class next time.

T. Sept. 25—**Note: Revision of Essay 2 is due.** Groups: Peer Critique of Drafts. Sign up for individual conferences.

Th. Sept. 27—Individual conferences on Essay 3. Bring your draft and the comments from your peer critiques. Have a list of at least 3 specific questions regarding organization, sentence structure, and diction that you would like to discuss with the instructor and G.A. These questions may come from peer critique comments or your own self-editing ideas. Be prepared to discuss your attention to narration, description, and examples in this paper.

T. Oct. 2—Finish individual conferences.

Th. Oct. 4—Finished, polished Essay 3 is due, with draft(s) and pre-writing work. Read St. Martin's, Ch. 5 "Explaining a Concept." Read Bedford, Ch. 6 "Division or Analysis." In Bedford, also read Judy Brady's "I Want a Wife," p. 275, Armin A. Brott's "Not All Men Are Sly Foxes," p. 279, Emily Prager's "Our Barbies, Ourselves," p. 288, and Gail Sheehy's "Predictable Crises of Adulthood," p. 294.

Unit Three—Explaining a Concept: Division, Analysis and Classification

T. Oct. 9—Discuss essays and techniques used. Identify arguments supported by these

methods in each of the essays.

Th. Oct. 11— Continue with these essays. Re-read carefully the “Guide to Writing” in St. Martin’s, p. 217-220. You are now looking at topics that require outside research to support your arguments. Come to class with a list of three possible topics for *Essay 4—Explaining Concepts* and be ready to discuss what you know about these topics and the research you would need to do write about them. Read in Bedford, “Using and Documenting Sources,” p. 669.

T. Oct. 16— Library research trip.

Th. Oct. 18— Brainstorming and drafting workshop for Essay 4.

T. Oct. 23—Drafting workshop for Essay 4.

Th. Oct. 25—Bring completed drafts for peer critique. Sign up for individual conferences.

T. Oct. 30— Individual conferences on Essay 4. Bring your draft and the comments from your peer critiques. Have a list of at least 3 specific questions regarding your organization and sources that you would like to discuss with the instructor or G.A. These questions may come from peer critique comments or your own ideas. Be prepared to discuss your attention to organization, use of your sources, and MLA Style for citing sources.

Th. Nov. 1-- Finished, polished Essay 4 is due, with draft(s), pre-writing work, and photocopied sources. Read St. Martin’s, Ch. 6 “Arguing a Position.” Read in Bedford, “Argument and Persuasion,” p. 453. Also in Bedford, read Curtis Chang’s “Streets of Gold...,” p. 509.

Unit Four—Argument and Persuasion

T. Nov. 6—Discuss essays and techniques. How do you form a good argument? What are some of the traditional main components of persuasion? Bring to class a list of 3 or 4 uses of persuasion that you’ve witnessed. You may want to describe a T.V. commercial, a turning point in a television show, a T.V. journalism story, a politician’s speech, etc.

Th. Nov. 8—Discuss tactics for persuasion. As you begin to create a list of three possible topics for your last researched essay, *Essay 5—Argument and Persuasion*, look at “Considering Topics for Your Own Essay” p. 245, p. 249, p. 254, and 260 in St. Martin’s. Bring your list to class next time.

T. Nov. 13— Brainstorming and drafting workshop for Essay 5.

Th. Nov. 15—**Note: Revision of Essay 4 is due.** Library research trip.

T. Nov. 20— Thanksgiving

Th. Nov. 22—Thanksgiving

T. Nov. 27—Drafting workshop for Essay 5.

Th. Nov. 29—Peer critiques on completed drafts.

T. Dec. 4— Individual conferences on Essay 5. Bring your draft and the comments from your peer critiques. Have a list of at least 3 specific questions regarding your organization and sources that you would like to discuss with the instructor or G.A. These questions may come from peer critique comments or your own ideas. Be prepared to discuss your attention to organization, use of your sources, and MLA Style for citing sources.

Th. Dec. 6— Finished, polished Essay 5 is due, with draft(s), pre-writing work, and photocopied sources.